

COURSE OUTLINE



COUN 577
Administration of School Counseling Services
3 Semester Credits
[day, time]
[room]
[term, year]

PROFESSOR:

Office Hours:

Email:
Cell:

I. COURSE DESCRIPTION:

This is the capstone course for School Counseling. The development, implementation and evaluation of comprehensive school counseling programs are studied. Special consideration is given to the integration of the school counseling program into the total school community to facilitate the personal, social, and academic development and achievement of all students.

II. REQUIRED READING:

American School Counselor Association. *The ASCA National Model: A Framework for School Counseling Programs*, 4th edition. Alexandria, VA: American School Counselor Association.

Gysbers, N.C. & Henderson, P. *Developing and Managing Your School Guidance and Counseling Program*, 5th edition. Alexandria, VA: American Counseling Association.

Young, A. & Kaffenberger, C. *Making data work*, 4th edition. Alexandria, VA: American School Counselor Association.

III. SUPPLEMENTAL READING:

1. Selected books and articles:

Dahir, C. & Stone, C. B. (2012). *The transformed school counselor* (2nd ed.). Belmont, CA: Brooks/Cole.

Dimmitt, C., Carey, J., & Hatch, P. (2007). *Evidence-Based School Counseling: Making a difference with data-driven practices*. Thousand Oaks, CA: Corwin Press.

Conley, D. (2010). *College and career-ready: Helping all students succeed beyond high school*. San Francisco, CA: Jossey-Bass.

Payne, R. (2005). *A framework for understanding poverty* (4th ed.). Highlands, TX: aha! Press

2. Selected Relevant Websites:

American Association of Christian Counselors: <http://www.aacc.net/>

American Counseling Association: <http://www.counseling.org/>

American School Counselor Association: <http://www.schoolcounselor.org/>

National Board for Certified Counselors: <http://www.nbcc.org/>

IV. COURSE ALIGNMENT WITH CONCEPTUAL FRAMEWORK:

This course is congruent with the *Conceptual Framework* of the School of Education and Psychology. This Conceptual Framework is aligned, in turn, with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) common core curricular experiences and student learning outcomes established for Clinical Mental Health and School Counseling programs.

To Serve, To Lead, To Transform

- A. *Mission of the School of Education and Psychology:* Our mission is to prepare all students to be effective professionals who demonstrate a commitment to the pursuit of truth, wholeness, and a life of service in a pluralistic society.
- B. *Goal of the School of Education and Psychology:* The goal of the School of Education and Psychology is to facilitate the comprehensive development of professionals as servant leaders in their communities. This goal is realized by providing opportunities for the counselor candidate to become effective in the following roles: (1) a caring person, (2) an informed facilitator, (3) a reflective decision maker, and (4) a committed professional. Together these roles lay the foundation for the professional excellence on which the counselor education unit bases the CACREP core curricular experiences and expected learning outcomes.
- C. *Core Curricular Experiences and Learning Outcomes:*
 1. As a Caring Person, the counselor candidate is provided with curricular experiences in the areas of social and cultural diversity, helping relationships, and group work. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite to:
 - (a) effective **counseling, prevention, and intervention**;
 - (b) service to clients who represent **diverse populations**; and
 - (c) **advocacy** to better the lives of individuals and communities.

2. As an Informed Facilitator, the counselor candidate is provided with curricular experiences in the areas of assessment, human growth and development, and career development. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite for:
 - (a) meaningful **assessment** that facilitates a plan of action,
 - (b) **diagnosis** leading to appropriate treatment, and
 - (c) promoting optimal **academic development** in the school setting.

3. As a Reflective Decision Maker, the counselor candidate is provided with curricular experiences in the area of research and program evaluation. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite to:
 - (a) conduct **research** that contributes to the knowledge base of the profession;
 - (b)) critically **evaluate** research and apply current information to decision making; and
 - (c) conduct meaningful **program evaluations** that inform development and enhance services.

4. As a Committed Professional, the counselor candidate is provided with curricular experiences in the area of professional orientation and ethical practice. The counselor candidate is then expected to demonstrate the knowledge, skills, and practices requisite to:
 - (a) applying and adhering to **ethical and legal standards** specific to the counseling practice;
 - (b) adhering to the **professional orientation** and roles that are relevant to the counseling practice;
 - (c) **collaborating and consulting** with other professionals, both within the clinical or school setting and with other community professionals;
 - (d) utilizing the **foundation knowledge** specific to the area of counseling practice, and
 - (e) **leading** in the development and management of counseling practice in a clinical or school setting.

V. KNOWLEDGE AND SKILL OUTCOMES:

Upon successful completion of this course, students should:

1. Know the strategies for career development program planning, organization, implementation, administration, and evaluation. [CACREP 2.F.4.f; TNSC 5]*
2. Develop measurable outcomes for clients. [CACREP 2.F.5.i; TNSC 8]
3. Know the strategies to promote client understanding of and access to a variety of community-based resources. [CACREP 2.F.5.k; TNSC 12]
4. Know the models of P-12 comprehensive career development. [CACREP 5.G.1.c; TNSC 5]
5. Know school counselor roles in school leadership and multidisciplinary teams. [CACREP 5.G.2.d; TNSC 10]
6. Know the school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma. [CACREP 5.G.2.e]
7. Know the competencies to advocate for school counseling roles. [CACREP 5.G.2.f; TNSC 11]
8. Know the qualities and styles of effective leadership in schools. [CACREP 5.G.2.j; TNSC 8]
9. Know community resources and referral sources. [CACREP 5.G.2.k; TNSC 12]

10. Develop school counseling program mission statements and objectives. [CACREP 5.G.3.a; TNSC 8]
11. Know how to design and evaluate school counseling programs. [CACREP 5.G.3.b; TNSC 8]
12. Know the approaches to increase promotion and graduation rates. [CACREP 5.G.3.i]
13. Know the interventions that can promote college and career readiness. [CACREP 5.G.3.j]
14. Understand strategies to promote equity in student achievement and college access. [CACREP 5.G.3.k]
15. Understand techniques to foster collaboration and teamwork within schools. [CACREP 5.G.3.l]
16. Know strategies for implementing and coordinating peer intervention programs. [CACREP 5.G.3.m]
17. Understand the use of accountability data to inform decision making. [CACREP 5.G.3.n]
18. Understand the use of data to advocate for programs and students. [CACREP 5.G.3.o]

*Bracketed codes identify the 2016 CACREP standards addressed in each outcome.

VI. METHODS OF INSTRUCTION:

The instructor will use a variety of methods of instruction, including class discussions, audiovisual media, analysis of personal experience, in-class activities, readings, simulated counseling experiences, and presentations.

VII. DIVERSITY CONSIDERATIONS:

During this course, students will take a close look at how cultural variables impact the practice of school counseling, especially in the areas of leadership, advocacy, and collaboration. Students will be challenged to assess how well equipped they are to practice counseling with culturally diverse student populations. They will also participate in class activities and exercises designed to develop the cultural self-awareness and skills necessary for this endeavor.

VIII. INCORPORATION OF TECHNOLOGY:

During this semester, students will be required to build a website similar to the site they would have if they were managing their own school counseling program. They will also be given the opportunity to discuss video presentations focusing on topics relevant to the content of this course.

IX. INCORPORATION OF RESEARCH:

1. Students:

In order to complete certain course assignments, students will have to research professional databases giving them the additional knowledge they need in order to maintain a professional school counseling practice that is informed by research.

2. Instructor:

The instructor will incorporate counseling-related research to this course by using and infusing into class discussions and activities the professional literature resources listed below. Other research resources will be included as appropriate.

Alexander, C., Kruczek, T., Zagelbaum, A., & Ramirez, M. (2003). A review of the school counseling literature for themes evolving from the Education Trust Initiative. *Professional School Counseling, 7*(1), 29-34. doi:10.5330/PSC.n.2003-7.29

Burkard, A., Gillen, M., Martinez, M., & Skytte, S. (2012). Implementation challenges and training needs for comprehensive school counseling programs in Wisconsin high schools. *Professional School Counseling, 16*, 136-145. doi:10.5330/PSC.n.2012-16.136
Butler, S. K., & Constant

Dahir, C. A., Burnham, J. J., & Stone, C. (2009). Listen to the voices: School counselors and comprehensive school counseling programs. *Professional School Counseling, 12*, 182. doi:10.5330/PSC.n.2010-12.182

Falco, L. D., Bauman, S., Sumnicht, Z., & Engelstad, A. (2011). Content analysis of the *Professional School Counseling* journal: The first ten years. *Professional School Counseling, 14*(4), 271-277. doi:10.5330/PSC.n.2011-14.271

Martin, I., Carey, J., & DeCoster, K. (2009). A national study of the current status of state school counseling models. *Professional School Counseling, 12*, 378-386. doi:10.5330/PSC.n.2010-12.378

Wilkerson, K., Perusse, R., & Hughes, A. (2013). Comprehensive school counseling programs and student achievement outcomes: A comparative analysis of Ramp versus Non-Ramp schools. *Professional School Counseling, 16*, 172-184. doi:10.5330/PSC.n.2013-16.172

X. COURSE CONTRIBUTION TO THE SEP GOAL OF SERVANT LEADERSHIP AND INTEGRATION OF FAITH AND LEARNING:

As stated above, the goal of the SEP professional education unit is to facilitate the comprehensive development of school professionals as servant leaders in their communities. Toward that goal, students will be expected to participate in classroom activities designed to assist their classmates as they develop additional skills in school counseling practice. School counseling leadership skills will be examined in light of the Christian worldview.

XI. CLASS POLICIES:

1. Special Needs Accommodations:

In keeping with University policy, any student with a disability who needs academic accommodations should contact Disability Support Services at 236-2574 or stop by Lynn Wood Hall, room 137 to arrange a confidential appointment with the Disability Services Coordinator (DSC) before or during the first week of classes. (Students who request accommodations after the third week of the semester might not complete the process in time to receive accommodations for that semester.) Legally, no retroactive accommodations can be provided. For more details, visit the Disability Support Services website at www.southern.edu/disabilitysupport.

Accommodations for disabilities are available only as recommended by Disability Support Services. Students whose accommodations are approved will be provided confidential letters which students should review and discuss with their professors in relation to particular course requirements.

2. Academic Integrity:

Morally and spiritually, Southern Adventist University is dedicated to scholastic integrity. Consequently, both students and faculty are required to maintain high, ethical Christian levels of honesty.

Instructor Responsibilities:

- a) The instructor will explain clearly the requirements for assignments, examinations, and projects.
- b) The instructor will assume “no collaboration” is the rule unless he or she states otherwise.

Student Responsibilities:

- a) Students assume responsibility to avoid plagiarism by learning the proper procedures for acknowledging borrowed wording, information, or ideas. Otherwise students might innocently misrepresent others’ material as their own.
- b) Procedures for citing sources must follow the American Psychological Association (APA) writing style. Students unfamiliar with this style should confer with the instructor and make every effort to become familiar with the current *Publication Manual of the American Psychological Association*.
- c) Students are to assume that all course work is “no collaboration” unless stated otherwise by the instructor.

The instructor reserves the right to check students’ resources to ensure that appropriate citations have been used. If the instructor suspects that academic dishonesty has occurred, he or she will take the following steps:

1. Privately discuss the incident with the student.

2. After the meeting, if the instructor is convinced the student was dishonest, he or she will file an incident report with the Graduate Dean describing the infraction and the penalty administered. The instructor will also give a copy of the report to the student.
3. In verified instances of academic dishonesty, applied penalties may include the following:
 - Record a failing grade on the exam, assignment, or project.
 - Assign a failing grade in the class.
 - Allow the student to resubmit the assignment with a reduced value for the assignment.
 - Assign the student a paper, project, or activity that improves the student's understanding of the value and nature of academic integrity.
4. After two reported incidents of academic dishonesty, the Graduate Dean will notify the Dean of the School of Education and Psychology and the Director of Graduate Programs in Counseling. Two incidents also make a student eligible for dismissal from the University.
5. At any point, the student may appeal any of the above actions through the established appeal procedures spelled out in the "Grievance Procedures" section of the current *Counseling Student Handbook*.

3. Attendance and Participation:

Students are expected to be present and punctual. Students' participation and involvement are what will make the class meaningful to them. This is enhanced by having studied the assigned readings ahead of the class sessions in which the specific topics will be discussed (see course schedule for dates), and by bringing questions and observations to add to the class discussions.

4. Make-up or Late Work and Extra-credit:

All assignments are due on the dates specified in the course outline and must be submitted by the beginning of the class period. Late work does not generate credit. It is the student's responsibility to plan ahead and deliver a product in a professional manner. If, however, students are experiencing an unusual circumstance, the instructor must be contacted as soon as possible regarding the situation. If there is not an extenuating circumstance and an assignment is partially completed when it is due, students should go ahead and submit the project as it is for partial credit. Note that there are no extra-credit assignments in this course.

5. Course Evaluation:

Near the end of the semester, students will need to evaluate this course. Southern Adventist University encourages all students enrolled in courses to complete course evaluations as part of the ongoing process of improving course delivery and academic standards. The online evaluation may be accessed at access.southern.edu. Students may log in using their SAU e-mail login and password, and then select *Course Evaluation* from *Course Tools*. All comments and evaluations are completely anonymous, and the results are made available to professors only after grades are submitted to the Records Office.

XII. COURSE REQUIREMENTS AND ASSESSMENT:

1. Attendance and Participation:

Unexcused absences will lower students' final grade (2% for every class missed, for a maximum of 10%). Two late arrivals will constitute one absence.

Exceptions to this stipulation may be provided by the instructor only in cases of extenuating circumstance (e.g., serious illness, accident). If a student should miss a class period for whatever reason, it will be his/her responsibility to find out from a colleague what happened in class, to master the concepts and skills covered, and to obtain a copy of any material distributed.

In addition, credit will not be given for attendance on any class session when a student is observed:

- Using laptop computers, cell phones, or iPads to complete requirements for other courses, to chat with friends, to answer e-mails, or to simply find entertainment on the internet while the instructor or any classmate is speaking. Laptop computers will only be allowed for class presentations, to engage the rest of the class in a meaningful learning activity, or to complete in-class assignments directed by the instructor.
- Sustaining private conversations, interrupting others, making negative comments about others and/or displaying any type of behavior that is considered to be disruptive and disrespectful in a class setting.

2. Website Development:

Students will be expected to build and make a 5-minute presentation of a simple website, blog or Prezi as part of this course. Their demonstration of knowledge must be related to usability in a school counseling program. Rubric will be provided.

3. 16PF Leadership Coaching Report and Paper:

Students will be required to take online the 16PF Leadership Coaching Report and dedicate personal quiet time to reflect on the results obtained from this inventory. They will then write a 6-to 10-page, double-spaced paper including the following:

- a. A summary graph of the results obtained.
- b. A reaction to the results explaining why they are or are not in agreement with their self-assessment of their own leadership abilities.
- c. How each of these qualities may help or hinder their work as school counselors and why.
- d. A personal plan describing how they will build on their strengths and improve in their growth areas as they pertain to leadership skills.

4. School Counselor Handbook:

Students will be required to develop a school counselor handbook for the program they envision having once they are employed in the field. They will need one or two 3-inch binders for this project. Handbooks should be colorful, creative, and FUNCTIONAL. The handbook should be divided into the following sections:

A. INTRODUCTION:

The following must be included:

- a. Rationale for the development and implementation of a comprehensive school counseling program.
- b. Brief discussion of different school counseling models available and the particular model of choice.

B. MODEL GRAPHIC:

A page depicting the model graphic that the school counselor will use to develop and implement the school counseling program.

C. PRECONDITIONS:

Involves the structural components of the program, such as technology, staffing, materials, equipment, budget, facilities, supplies and other resources. The following must be included:

- a. School demographics
- b. Description of existing school climate, including positive behavior supports (plans and programs)
- c. Brief, realistic description of the operational budget assigned to the school counseling program
- d. Grant writing materials, information, and websites
- e. List of iPad applications (minimum of 5 with descriptions)
- f. School counseling relevant websites, resources, community directory of referral sources, and other useful information

D. FOUNDATION:

Considers the Mission and Vision Statements, Guiding Principles, Program Definition, State Guidance and Counseling Standards, States Laws and State Board Policy. The following must be included:

- a. Theoretical/philosophical perspective of the program, including vision and mission statements
- b. State guidance and counseling standards to be met through the school counseling program
- c. Confidentiality practices as well as school counseling legal and ethical standards

E. MANAGEMENT SYSTEMS:

Relate to information about Management Agreements, Advisory Council, Use of Data, Action Plans and Use of Time and Calendars. The following must be included:

- a. List of School Counseling Advisory Council members

- b. Mock calendar
- c. Use of school counselor time per week distributed by percentages
- d. Description of an *Action Plan* to empower parents with information, receive their input, support their unique needs, and involve them in the life of the school

F. DELIVERY SYSTEMS:

Pertain to information about Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support. The following must be included:

- a. RTI section with suggested interventions and strategies for specific identified problematic behaviors
- b. Transition programs section discussing how transition programs, including school-to-work, postsecondary planning, and college admissions counseling, will be designed, implemented, managed, and evaluated
- c. Description of at least one additional school-wide program the school counselor would like to implement (e.g., substance abuse, service learning project, peer mediation, character initiative program or any other relevant program)
- d. A *School Crisis Intervention Manual* describing procedures to follow before, during, and after any eventual crisis at the school

G. ACCOUNTABILITY:

Involves information about MEASURE (6 Step Process to Accountability), SPARC Reports, other Results Reports, Program Audits, and Counselor Performance Evaluation models. The following must be included:

- a. Description of the process that will be followed to ensure accountability in the school counseling program
- b. A guide to how to interpret and communicate assessment results to students, teachers, parents, and administrators
- c. Self-reflection section regarding how the school counselor will practice professional development, self-care, and stress management

H. REFERENCES:

References must be listed in APA style.

I. APPENDIX:

The following must be included:

- a. ASCA Ethical Guidelines
- b. Any sample survey instruments and needs assessment forms developed or collected
- c. Any sample pre- and post-tests used to be administered during guidance lessons in order to demonstrate that learning has occurred
- d. Samples of other forms and resources
- e. Samples of college and career ready activities

5. Comprehensive School Counseling Program Design and Assessment Paper:

Each student will identify an existing school counseling program that is non-developmental or non-comprehensive in scope and use it to write a 10-page, double-spaced typed paper in APA style. A specific rubric to use as a guide will be provided in class and will include the following:

- a. *Part I: Assessment of the current school counseling program*
- b. *Part II: Design of a comprehensive/developmental program*
- c. *Part III: Transition Plan to a comprehensive/developmental guidance program*
- d. *Part IV: Accountability measures established for the program, using the ASCA Making Data Work book. (The specific measures should be included as appendices.)*
- e. References from the professional school counseling literature

XIII. COURSE GRADING SYSTEM:

1. Testing Methods:

Evaluation in this course will be conducted through presentations, research projects, and other experiential activities. For more specific information about testing methods, please refer to the description of course requirements previously found on this syllabus.

2. Grading Criteria:

The following is a summary of the course requirements, number of points, and percentages used for assigning final grades. The *Expected Outcome* column indicates the specific desired outcomes (refer to this syllabus section *V-Knowledge, Skill, and Practice Outcomes*) being assessed by the given requirement.

<i>Course Requirement</i>	<i>Number of Points</i>	<i>Percentage</i>	<i>Expected Outcome</i>
Class Participation	40	10.00	
Website development	55	13.75	2 (2.F.5.i, 5.G.3.k, 5.G.3.o, TNSC 8)
16PF Leadership Coaching Report and Paper	60	15.00	9,10 (5.G.2.k, 5.G.3.a, TNSC 8, 12)
Comprehensive SC Program Design and Assessment Paper	100	25.00	2,3,6,7,8,12 (2.F.5.i, 2.F.5.k, 5.G.2.e, 5.G.2.f, 5.G.2.j, 5.G.3.i, 5.G.3.j, 5.G.3.k, TNSC 8, 11, 12)
School Counseling Handbook	145	36.25	1,4,5,11 (2.F.4.f, 5.G.1.c, 5.G.2.d, 5.G.3.b; TNSC 5, 8, 10)
TOTAL:	400	100	

3. Distribution of scores:

The following distribution of scores will serve as a guide in determining the final letter grades for this course:

Letter Grade	Point Range	Percentage Range
A	376 – 400	94 – 100%
A-	360 – 375	90 – 93%
B+	348 – 359	87 – 89%
B	336 – 347	84 – 86%
B-	320 – 335	80 – 83%
C+	308 – 319	77 – 79%
C	296 – 307	74 – 76%
C-	280 – 295	70 – 73%
D+	268 – 279	67 – 69%
D	256 – 267	64 – 66%
D-	240 – 255	60 – 63%
F	0 – 239	0 – 59%

4. Evaluation Feedback:

Feedback on activities or projects will be provided in a timely manner, usually by the following class period. Although care is exercised when scoring and recording grades, students should keep all grade results after they are returned. If there is a discrepancy, having these materials will be useful for clearing it up. If students have questions regarding any item, an appointment may be made to speak with the instructor regarding the matter.

In addition to the course requirements used to evaluate students and assign final grades for this course, a formal progress review will be conducted for each counseling student at the end of every semester that the student is in the program. The Counseling Programs Council will evaluate students for evidence of the following competences:

- 1) the acquisition of and ability to apply knowledge of clinical practices;
- 2) the development of clinical skills and the ability to apply those skills appropriately in work with clients; and
- 3) consistent demonstration of appropriate interpersonal, intrapersonal, and professional behavior expected of clinicians in the practice of their profession.

If the Counseling Programs Council recognized a student’s challenge achieving a given competency, the next step will typically involve meeting with the student and initiating a period of formal remediation.

The council will recommend the specific faculty members and clinical site supervisors, if necessary, who will meet with the student and follow him or her through the remediation period. For additional information about this progress review, refer to the current Counseling Student Handbook.

XIV. COURSE CALENDAR:

Date	Content Area	CACREP Common Core and Specialty Areas	Assignment Due
Week 1 T – [date]	<p>•Introduction to course</p> <p>The Person of the Counselor as a Leader of Comprehensive School Counseling Programs and Leadership Styles</p>	<p>5.G.2.d: school counselor roles in school leadership and multidisciplinary teams 5.G.2.f: competencies to advocate for school counseling roles 5.G.2.j: qualities and styles of effective leadership in schools</p>	
Week 2 T – [date]	<p>•ASCA National Model, pp. 1-40</p>	<p>2.F.4.f: strategies for career development program planning, organization, implementation, administration, and evaluation 2.F.5.i: development of measurable outcomes for clients 2.F.5.k: strategies to promote client understanding of and access to a variety of community-based resources 5.G.1.c: models of P-12 comprehensive career development 5.G.2.d: school counselor roles in school leadership and multidisciplinary teams 5.G.2.e: school counselor roles and responsibilities in relation to the school emergency management 5.G.2.f: competencies to advocate for school counseling roles 5.G.2.j: qualities and styles of effective leadership in schools 5.G.2.k: community resources and referral sources 5.G.3.a: development of school counseling program mission statements and objectives 5.G.3.b: design and evaluation of school counseling programs 5.G.3.j: interventions to promote college and career readiness 5.G.3.k: strategies to promote equity in student achievement and college access 5.G.3.l: techniques to foster collaboration and teamwork within schools 5.G.3.m: strategies for implementing and coordinating peer intervention programs 5.G.3.n: use of accountability data to inform decision making 5.G.3.o: use of data to advocate for programs and students</p>	<p>► Read ASCA National Model Booklet</p> <p>► Register online for 16PF Leadership Coaching Report Assessment</p>
Week 3	<p>•ASCA National Model, pp. 41-99</p>	<p>2.F.4.f: strategies for career development program planning, organization,</p>	<p>► Last day to take online the 16PF Leadership</p>

<p>T –</p>		<p>implementation, administration, and evaluation 2.F.5.i: development of measurable outcomes for clients 2.F.5.k: strategies to promote client understanding of and access to a variety of community-based resources 5.G.1.c: models of P-12 comprehensive career development 5.G.2.d: school counselor roles in school leadership and multidisciplinary teams 5.G.2.e: school counselor roles and responsibilities in relation to the school emergency management 5.G.2.f: competencies to advocate for school counseling roles 5.G.2.j: qualities and styles of effective leadership in schools 5.G.2.k: community resources and referral sources 5.G.3.a: development of school counseling program mission statements and objectives 5.G.3.b: design and evaluation of school counseling programs 5.G.3.i: approaches to increase promotion and graduation rates 5.G.3.j: interventions to promote college and career readiness 5.G.3.k: strategies to promote equity in student achievement and college access 5.G.3.l: techniques to foster collaboration and teamwork within schools 5.G.3.m: strategies for implementing and coordinating peer intervention programs 5.G.3.n: use of accountability data to inform decision making 5.G.3.o: use of data to advocate for programs and students</p>	<p>Coaching Report and receive results</p> <p>► School counseling program to be evaluated is identified</p>
<p>Week 4 T –</p>	<p>•ASCA National Model, pp. 100-143</p>	<p>2.F.4.f: strategies for career development program planning, organization, implementation, administration, and evaluation 2.F.5.i: development of measurable outcomes for clients 2.F.5.k: strategies to promote client understanding of and access to a variety of community-based resources 5.G.1.c: models of P-12 comprehensive career development 5.G.2.d: school counselor roles in school leadership and multidisciplinary teams 5.G.2.e: school counselor roles and responsibilities in relation to the school emergency management 5.G.2.f: competencies to advocate for school counseling roles 5.G.2.j: qualities and styles of effective leadership in schools 5.G.2.k: community resources and referral sources</p>	

		<p>5.G.3.a: development of school counseling program mission statements and objectives</p> <p>5.G.3.b: design and evaluation of school counseling programs</p> <p>5.G.3.j: interventions to promote college and career readiness</p> <p>5.G.3.k: strategies to promote equity in student achievement and college access</p> <p>5.G.3.l: techniques to foster collaboration and teamwork within schools</p> <p>5.G.3.m: strategies for implementing and coordinating peer intervention programs</p> <p>5.G.3.n: use of accountability data to inform decision making</p> <p>5.G.3.o: use of data to advocate for programs and students</p>	
<p>Week 5</p> <p>T –</p>	<p>•Gysbers & Henderson, Ch. 2: A Comprehensive School Guidance and Counseling Program: Getting Organized to Get There From Where You Are</p>	<p>2.F.4.f: strategies for career development program planning, organization, implementation, administration, and evaluation</p> <p>2.F.5.i: development of measurable outcomes for clients</p> <p>2.F.5.k: strategies to promote client understanding of and access to a variety of community-based resources</p> <p>5.G.1.c: models of P-12 comprehensive career development</p> <p>5.G.2.d: school counselor roles in school leadership and multidisciplinary teams</p> <p>5.G.2.e: school counselor roles and responsibilities in relation to the school emergency management</p> <p>5.G.2.f: competencies to advocate for school counseling roles</p> <p>5.G.2.j: qualities and styles of effective leadership in schools</p> <p>5.G.2.k: community resources and referral sources</p> <p>5.G.3.a: development of school counseling program mission statements and objectives</p> <p>5.G.3.b: design and evaluation of school counseling programs</p> <p>5.G.3.j: interventions to promote college and career readiness</p> <p>5.G.3.k: community resources and referral sources</p> <p>5.G.3.l: techniques to foster collaboration and teamwork within schools</p> <p>5.G.3.m: strategies for implementing and coordinating peer intervention programs</p> <p>5.G.3.n: use of accountability data to inform decision making</p> <p>5.G.3.o: use of data to advocate for programs and students</p>	<p>► Read Chapter 2</p> <p>► 16PF Leadership Coaching Paper</p>
<p>Week 6</p> <p>T –</p>	<p>•Gysbers & Henderson, Ch. 3: A Comprehensive Guidance and</p>	<p>5.G.2.d: school counselor roles in school leadership and multidisciplinary teams</p> <p>5.G.2.k: community resources and referral sources</p> <p>5.G.3.a: development of school counseling</p>	<p>► Read Chapter 3</p>

	<p>Counseling Program: Theoretical Foundations and Organizational Structure</p>	<p>program mission statements and objectives 5.G.3.b: design and evaluation of school counseling programs 5.G.3.j: interventions to promote college and career readiness 5.G.3.k: strategies to promote equity in student achievement and college access 5.G.3.l: techniques to foster collaboration and teamwork within schools 5.G.3.m: strategies for implementing and coordinating peer intervention programs 5.G.3.n: use of accountability data to inform decision making 5.G.3.o: use of data to advocate for programs and students</p>	
<p>Week 7 T –</p>	<p>•Gysbers & Henderson, Ch. 4: Assessing Your Current Guidance and Counseling Program</p>	<p>2.F.5.i: development of measurable outcomes for clients 5.G.3.b: design and evaluation of school counseling programs 5.G.3.n: use of accountability data to inform decision making 5.G.3.o: use of data to advocate for programs and students</p>	<p>► Read Chapter 4</p>
<p>Week 8 T –</p>	<p>•Gysbers & Henderson, Ch. 5: Designing Your Comprehensive Guidance and Counseling Program</p>	<p>2.F.4.f: strategies for career development program planning, organization, implementation, administration, and evaluation 2.F.5.i: development of measurable outcomes for clients 2.F.5.k: strategies to promote client understanding of and access to a variety of community-based resources 5.G.1.c: models of P-12 comprehensive career development 5.G.2.d: school counselor roles in school leadership and multidisciplinary teams 5.G.2.e: School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma 5.G.2.f: competencies to advocate for school counseling roles 5.G.2.j: qualities and styles of effective leadership in schools 5.G.2.k: community resources and referral sources 5.G.3.a: development of school counseling program mission statements and objectives 5.G.3.b: design and evaluation of school counseling programs 5.G.3.j: interventions to promote college and career readiness 5.G.3.k: strategies to promote equity in student achievement and college access 5.G.3.l: techniques to foster collaboration and teamwork within schools 5.G.3.m: strategies for implementing and coordinating peer intervention programs 5.G.3.n: use of accountability data to inform decision making</p>	<p>► Read Chapter 5 ► Comprehensive SC Program Paper: Part I</p>

		5.G.3.o: use of data to advocate for programs and students	
Week 9 T –	<p>•Gysbers & Henderson, Ch. 6: Planning Your Transition to a Comprehensive Guidance and Counseling Program</p>	<p>2.F.4.f: strategies for career development program planning, organization, implementation, administration, and evaluation</p> <p>2.F.5.i: development of measurable outcomes for clients</p> <p>2.F.5.k: strategies to promote client understanding of and access to a variety of community-based resources</p> <p>5.G.1.c: models of P-12 comprehensive career development</p> <p>5.G.2.d: school counselor roles in school leadership and multidisciplinary teams</p> <p>5.G.2.e: school counselor roles and responsibilities in relation to the school emergency management</p> <p>5.G.2.f: competencies to advocate for school counseling roles</p> <p>5.G.2.j: qualities and styles of effective leadership in schools</p> <p>5.G.2.k: community resources and referral sources</p> <p>5.G.3.a: development of school counseling program mission statements and objectives</p> <p>5.G.3.b: design and evaluation of school counseling programs</p> <p>5.G.3.j: interventions to promote college and career readiness</p> <p>5.G.3.k: interventions to promote college and career readiness</p> <p>5.G.3.l: techniques to foster collaboration and teamwork within schools</p> <p>5.G.3.m: strategies for implementing and coordinating peer intervention programs</p> <p>5.G.3.n: use of accountability data to inform decision making</p> <p>5.G.3.o: use of data to advocate for programs and students</p>	<p>►Read Chapter 6</p> <p>►Comprehensive SC Program Paper: Part II</p>
<p><i>SOUTHERN'S SPRING BREAK – [date] to [date]</i></p>			
Week 10 T –	<p>•Gysbers & Henderson, Ch. 7: Making Your Transition to a Comprehensive Guidance and Counseling Program</p>	<p>2.F.4.f: strategies for career development program planning, organization, implementation, administration, and evaluation</p> <p>2.F.5.i: development of measurable outcomes for clients</p> <p>2.F.5.k: strategies to promote client understanding of and access to a variety of community-based resources</p> <p>5.G.1.c: models of P-12 comprehensive career development</p> <p>5.G.2.d: school counselor roles in school leadership and multidisciplinary teams</p> <p>5.G.2.e: school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma</p>	<p>►Read Chapter 7</p>

		<p>5.G.2.f: competencies to advocate for school counseling roles 5.G.2.j: qualities and styles of effective leadership in schools 5.G.2.k: community resources and referral sources 5.G.3.a: development of school counseling program mission statements and objectives 5.G.3.b: design and evaluation of school counseling programs 5.G.3.i: Approaches to increase promotion and graduation rates 5.G.3.j: interventions to promote college and career readiness 5.G.3.k: strategies to promote equity in student achievement and college access 5.G.3.l: techniques to foster collaboration and teamwork within schools 5.G.3.m: strategies for implementing and coordinating peer intervention programs 5.G.3.n: use of accountability data to inform decision making 5.G.3.o: use of data to advocate for programs and students</p>	
<p>Week 11 T –</p>	<p>•Gysbers & Henderson, Ch. 8: Managing Your New Program</p>	<p>2.F.4.f: strategies for career development program planning, organization, implementation, administration, and evaluation 2.F.5.i: development of measurable outcomes for clients 2.F.5.k: strategies to promote client understanding of and access to a variety of community-based resources 5.G.1.c: models of P-12 comprehensive career development 5.G.2.d: school counselor roles in school leadership and multidisciplinary teams 5.G.2.e: school counselor roles and responsibilities in relation to the school emergency management 5.G.2.f: competencies to advocate for school counseling roles 5.G.2.j: qualities and styles of effective leadership in schools 5.G.2.k: community resources and referral sources 5.G.3.a: development of school counseling program mission statements and objectives 5.G.3.b: design and evaluation of school counseling programs 5.G.3.j: interventions to promote college and career readiness 5.G.3.k: strategies to promote equity in student achievement and college access 5.G.3.l: techniques to foster collaboration and teamwork within schools 5.G.3.m: strategies for</p>	<p>► Read Chapter 8 ► Comprehensive SC Program Paper: Part III</p>

		<p>implementing and coordinating peer intervention programs 5.G.3.n: use of accountability data to inform decision making 5.G.3.o: use of data to advocate for programs and students</p>	
<p>Week 12 T –</p>	<p>Work on Website-building (in Summerour 2nd floor computer lab)</p>	<p>2.F.4.f: strategies for career development program planning, organization, implementation, administration, and evaluation 2.F.5.k: strategies to promote client understanding of and access to a variety of community-based resources 5.G.1.c: models of P-12 comprehensive career development 5.G.2.e: school counselor roles and responsibilities in relation to the school emergency management 5.G.2.k: community resources and referral sources 5.G.3.j: interventions to promote college and career readiness 5.G.3.k: strategies to promote equity in student achievement and college access 5.G.3.l: techniques to foster collaboration and teamwork within schools</p>	
<p>Week 13 T –</p>	<p>•Gysbers & Henderson, Ch. 9: Ensuring School Counselor Competence</p>	<p>5.G.2.d: School counselor roles in school leadership and multidisciplinary teams 5.G.2.f: competencies to advocate for school counseling roles 5.G.2.j: qualities and styles of effective leadership in schools 5.G.3.b: design and evaluation of school counseling programs 5.G.3.n: use of accountability data to inform decision making 5.G.3.o: use of data to advocate for programs and students</p>	<p>► Read Chapter 9 ► In-class presentation of completed website</p>
<p>Week 14 T –</p>	<p>•Gysbers & Henderson, Ch. 10: Evaluating Your Comprehensive Guidance and Counseling Program, Its Personnel, and Its Results</p>	<p>2.F.4.f: strategies for career development program planning, organization, implementation, administration, and evaluation 2.F.5.i: development of measurable outcomes for clients 5.G.2.f: competencies to advocate for school counseling roles 5.G.2.j: qualities and styles of effective leadership in schools 5.G.2.k: community resources and referral sources 5.G.3.a: development of school counseling program mission statements and objectives 5.G.3.b: design and evaluation of school counseling programs 5.G.3.j: interventions to promote college and career readiness 5.G.3.k: strategies to promote equity in student achievement and college access</p>	<p>► Read Chapter 10 ► School Counseling Handbook Due</p>

		<p>5.G.3.l: techniques to foster collaboration and teamwork within schools</p> <p>5.G.3.m: strategies for implementing and coordinating peer intervention programs</p> <p>5.G.3.n: use of accountability data to inform decision making</p> <p>5.G.3.o: use of data to advocate for programs and students</p>	
<p>Week 15</p> <p>T –</p>	<p>•Gysbers & Henderson, Ch. 11: Enhancing Your Comprehensive Guidance and Counseling Program on the Basis of Needs and Evaluation Data</p> <p>•Class Handouts Transitioning into the Profession; Job Interview Techniques</p>	<p>2.F.4.f: strategies for career development program planning, organization, implementation, administration, and evaluation</p> <p>2.F.5.i: development of measurable outcomes for clients</p> <p>5.G.2.f: competencies to advocate for school counseling roles</p> <p>5.G.3.b: design and evaluation of school counseling programs</p> <p>5.G.3.n: use of accountability data to inform decision making</p> <p>5.G.3.o: use of data to advocate for programs and students</p>	<p>► Read Chapter 11</p> <p>► Making Data Work (ASCA textbook)</p> <p>► Comprehensive School Counseling Program Paper completed, including Part IV and References page</p>
<p><i>SOUTHERN'S FINAL EXAM WEEK – [date] through [date]</i></p>			